


Public Notice – Board of Education Online Public Meeting

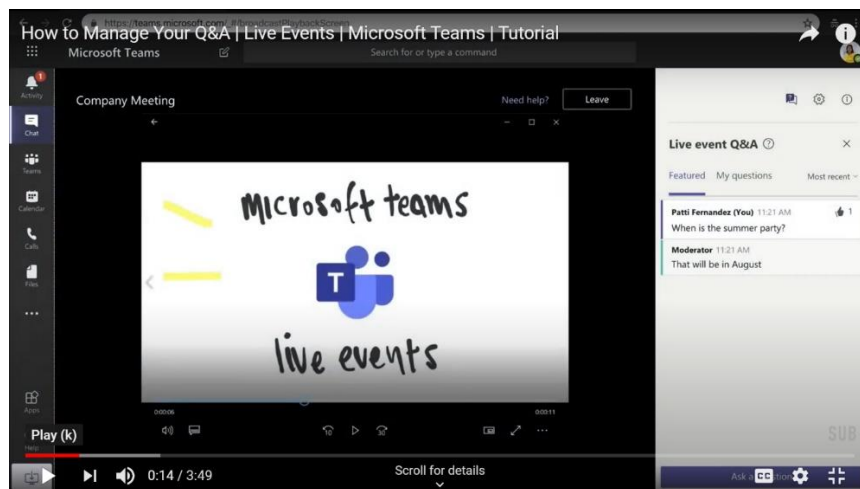
A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on March 5, 2024 at 6:00 pm.**

Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-Mar-05-2024>

<https://support.office.com/en-us/article/attend-a-live-event-in-teams-a1c7b989-ebb1-4479-b750-c86c9bc98d84>

- Anyone who has the link can attend the online meeting without logging in to MS Teams.
- Members of the public have the opportunity to ask questions related to agenda items discussed at the meeting:
 - Select the **Q&A**  function on the right side of the screen.
 - When asking a question using the Q&A function, please identify yourself. **Anonymous questions will not be responded to.**
 - A reminder for Stakeholder groups to use the **Q&A** function.
 - Members of the media can direct their questions to the Communications Manager at School District 62 for response following the meeting.



If you have questions regarding the meeting and how to access it that aren't answered in the link above please email info@sd62.bc.ca.



EDUCATION-POLICY COMMITTEE

School Board Office

Via MS Teams

March 5, 2024 – 6:00 p.m.

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc'ianew Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)
2. **Opening Remarks from Chair, Cendra Beaton**
3. **COMMITTEE REPORT** of February 6, 2024 Education-Policy Committee meeting (attached) Pg. 3
4. **BAA COURSE PROPOSALS**
 There are no BAA course proposals for this meeting.
5. **REVIEW OF POLICIES/REGULATIONS** (attached) Pg. 6
 - a. Draft Revised Policy and Regulations C-211 "Challenge and Equivalency" – Dave Strange/
Denise Wehner

Recommended Motion:
 That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy C-211 "Challenge and Equivalency".
6. **NEW BUSINESS** (attached) Pg. 16
 - a. NA'TSA'MAHT Enhancement Agreement Mid-Year Report – Jon Carr
 - b. K-12 Literacy Intervention Plan Update – Denise Wehner Pg. 49
7. **FOR INFORMATION**
 - a.
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** April 4, 2024



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
February 6, 2024 – 6:00 p.m.**

Present: Cendra Beaton, Trustee (Committee Chair)
Allison Watson, Trustee (Committee Member)
Trudy Spiller, Trustee (Committee Member)
Christina Kempenaar, STA
Tim Hamblin, CUPE
Georgette Walker, SPVPA
Nevada Kaludjar, SPEAC
Paul Block, Superintendent/CEO
Monica Braniff, Deputy Superintendent
Dave Strange, Associate Superintendent

Guests: Janine Brooks, Mark Johnston, Sue Grundy
Regrets: D'Arcy Deacon, Associate Superintendent

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc'ianew Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuuchahnulth. (words gifted by the three nations SD62 works with)

2. Opening Remarks from Chair, Cendra Beaton

The Chair gave her opening remarks. She began with gratitude to the past Chair, Allison Watson, for her strong and effective leadership. Ms. Beaton expressed her pleasure to work as part of this committee along with the District's partners. She recognized the importance of the work of the committee and stated her enthusiasm and commitment to leading us moving forward.

The Chair moved on to share a celebration of the good work going on in the district with a particular focus on the French Immersion Celebration Week in SD62 as well as the Black History Month activities in our schools, including the District's participation in the Black Day of Excellence.

Ms. Beaton then invited members of the committee to share examples of exciting events and accomplishments they have witnessed or have been a part of this past month. Several examples were shared by committee members.

Ms. Beaton reminded the group that questions and discussion should be limited to agenda items. Additionally, questions and comments from the public online should be to agenda items only and that questions and comments from anonymous parties will not be recognized.

3. **COMMITTEE REPORT** of January 11, 2024 Education-Policy Committee meeting

The committee report for the January 11, 2024 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. **BAA COURSE PROPOSALS**

There are no BAA course proposals for this meeting.

5. **REVIEW OF POLICIES/REGULATIONS**

There were no policies/regulations for review.

6. **NEW BUSINESS**

a. Inclusive Education Services Update – Janine Brooks and Mark Johnston

Janine Brooks, District Principal - Inclusive Education Services, gave an overview of the department's vision, values, and responsibilities. She explained the Ministry designation process, the focus on needs-based supports regardless of designation, and the school/district communication to establish appropriate supports. Ms. Brooks spoke to the number of students identified as meeting Ministry designations and the respective support staff in schools and districts. She highlighted the innovative practices occurring through Inclusive Education and the impact on student learning and access to education: iBuckets, Communication Boards for playgrounds, and Creation Stations for Boardmaker. The team is currently working closely with community agencies to support new Kindergarten registration and ensure a continuity of care from Queen Alexander Hospital. Ms. Brooks emphasized the collaborative work across departments in support of students.

Mark Johnston, District Vice-Principal - Inclusive Education Services, highlighted inclusion through the eyes of a child. Through this PowerPoint presentation, committee members learned about the supports in place through the school, District, and external supports to create a safe, meaningful, and holistic educational program for this child. Mr. Johnston spoke to the CB IEP goals for this student and emphasized the importance inclusive education has in making such a significant difference in the life of a child.

The Chair thanked Ms. Brooks and Mr. Johnston for their presentation. Committee members expressed gratitude for the work of the IES team and engaged in conversation and asked questions of the presenters.

b. Quarter 2 Strategic Plan Report to Board – Sue Grundy and Paul Block

Superintendent Paul Block, and the Manager of Executive Operations, Sue Grundy, presented the Quarter 2 Strategic Plan Report. The report was well received, and committee members engaged in conversation and asked questions of the presenters.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) receive the Quarter 2 Report as presented at the Education-Policy Committee meeting of February 6, 2024.

7. **FOR INFORMATION**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE: Mar. 5, 2024**

DRAFT



Committee Info Note
Education-Policy Committee Meeting
March 5, 2024
Agenda Item 5a: Draft Revised Policy and Regulations
C-211 “Challenge and Equivalency”

Background

In 2018, the Ministry of Education Challenge and Equivalency Policy came into effect and was further revised in 2022. In an effort to align existing practices with policy and regulations, a group of district and secondary administrators reviewed and updated the C-211 Policy and Regulations to ensure consistency across schools and alignment with provincial policy.

Context

Students may earn credits toward graduation in a variety of ways. In addition to earning credits by successfully completing courses delivered by a B.C. public or independent school, students will be awarded credits through this policy.

Learning is a life-long activity. Students learn in a variety of ways, some of which take place outside of British Columbia or outside of the regular secondary school program. Schools will grant credit towards graduation for learning that has been assessed and matches or exceeds provincial, national or international standards.

Recommended Motion:

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-211 “Challenge and Equivalency”.

Respectfully,

Dave Strange
Associate Superintendent

Denise Wehner, Amber O’Quinn, Melissa Horner, Heather Lait
Leadership working group

School District #62 (Sooke)

CHALLENGE & EQUIVALENCY	No. C-211
	Effective: Mar. 11/97 Revised: Mar. 14/11 Reviewed: Mar. 5/24

SCHOOL BOARD POLICY

The Sooke School District 62 recognizes that students may earn credits toward graduation in a variety of ways. Learning is a life-long activity and occurs in a variety of ways, some of which take place outside of British Columbia or outside of the regular secondary school program.

All Sooke School District 62 students enrolled are entitled to undertake a free challenge and/or equivalency process to assess their prior learning for Ministry-developed graduation program courses, as well as the Board Authorized (BAA) course taught in the district that school year. Schools will grant credit towards graduation for learning that has been assessed and matches or exceeds provincial standards.

Crediting prior learning creates flexibility and greater opportunities for students to achieve their goals. The process of assessing prior learning for credit should be rigorous **but not onerous**, maintaining the integrity of the learning standards in the curriculum, and the standards of a quality education.

Sooke students are eligible to gain credits for all Grade 10, 11 or 12 provincially or Board Approved courses offered in the district by applying to challenge a course or have an equivalency review of their credentials. The Board supports the three basic principles that are the foundation of education in B.C.:

- people learn in different ways and at different rates
- learning is both an individual and a social process
- learning requires active participation of the learner.

The Board acknowledges that relevant learning occurs outside the school building and that assessment is an integral part of the learning process.

Challenge is the process whereby students receive credit for a provincially or Board Approved Grade 10, 11 or 12 course, offered within a district, through an assessment process of the relevant knowledge and skills they have gained elsewhere, but which are formally undocumented.

Equivalency is the process of gaining credit for a Grade 10, 11 or 12 provincially or Board Approved course, approved in the school district, if supporting documentation shows that a student has achieved the course learning outcomes at another institution or in another education jurisdiction.

External Credit - All students enrolled are entitled to receive credit if they have earned a Ministry-approved credential. The Ministry of Education and Child Care has sole authority to review and approve external credentials and assessments. The list is published in the Ministry's online Course Registry.

Post-Secondary Credit - Students are entitled to earn "dual credit" if they earn credit that leads to a post-secondary credential from a post-secondary institution which is a member of the British Columbia Transfer System. Applicable post-secondary level courses count towards the required number of Grade 12 level credits needed to satisfy graduation requirements.

Authority

- See Ministerial Order 302/04, the [Graduation Program Order \(PDF\)](#)
- BC Public School Policy 2018, the [Earning Credit through Equivalency, Challenge, External Credentials, Post Secondary Credit and Independent Studies Credit](#)

DRAFT

School District #62 (Sooke)

CHALLENGE & EQUIVALENCY	No.: C-211
	Effective: Mar. 11/97 Revised: Mar. 14/11 Reviewed: Mar. 5/24

ADMINISTRATIVE REGULATIONSStudent Eligibility

1. ~~Challenge and equivalency procedures will ensure equal access. The Board may publish a schedule of fees for services and may waive or reduce the fees.~~
2. Students in any grade are eligible to apply for challenge, or equivalency, external or post-secondary credit in Grade 10, 11 or 12 courses without free of charge.
3. Only students who have not completed a course through previous enrollment should be eligible for challenge. Challenge is not intended as a way for students to improve their course marks. In most cases, a student should be permitted only one opportunity to challenge a specific course.

Course Eligibility

1. Challenge or equivalency is available for Grade 10, 11 and 12 BC Ministry developed courses or BAA-Authority Authorized Courses ~~Board Approved Courses~~ offered within the district. Equivalency is available for all Grade 10, 11 and 12 provincially developed courses. Students may challenge another district's Board Approved Courses only if the Board has approved the course in this district. There is no limit to the number of credits that may be awarded through challenge.
2. ~~Students must first successfully challenge the school portion of a Grade 12 course before they are entitled to write the provincial examination. Provincial examinations can only be written during their regularly scheduled times.~~
3. ~~Students may earn partial credit for a course through challenge.~~

General Procedures**Procedures for Challenge (Undocumented Demonstrated Prior Learning)**

School Principals/Vice-Principals and counsellors should ensure equity of access and opportunities for all students towards a challenge. Facilitation and adjudication of challenge will be school based. Schools must document the challenge assessment delivered to each student, including the 'SD #62 Course Challenge Form' a pre-challenge equivalency review, and the d Documentation must be made available to Ministry auditors if requested.

Students should be able to demonstrate their readiness to challenge a course based on factors such as a recommendation from a previous teacher, or from evidence that relevant learning has been acquired outside the regular classroom setting. The demonstration should not be an onerous process. School staff, in consultation with students and parents, should make the decision about readiness.

A. All criteria below must be met before a student is eligible to challenge a course: Students should show their readiness to challenge a course by demonstrating:

1. The course is offered in the Sooke School District.
2. This is the first time the student has challenged this course.
3. A student/counsellor or student/PVP meeting at the school of record has taken place to identify the potential benefits and liabilities of the challenge request.
4. The student has demonstrated sufficient evidence to suggest they could successfully challenge the course.
5. The student recognizes that the full course is challenged for credit.
6. The student is prepared to demonstrate mastery of the required learning standards for the course.
7. The student is ready to challenge because of:
 - i) independent learning in a related area, or
 - ii) prior learning from another educational jurisdiction or prior experiential learning

~~2) exceptional ability related to the course WITHOUT any documentation to support equivalency being assigned;~~

~~1) knowledge, understanding and skills equivalent to the prescribed learning outcomes for the course; and~~

~~2) evidence that utilizing the Challenge option is in the student's best interests.~~

B. Documentation of the process must be kept.

~~1. The principal and/or designate from secondary schools, Continuing Education, alternate programs, district staff, and relevant experts from the community as required will comprise a panel that will review accepted equivalencies, evaluate new proposals on an annual basis, and provide support for school based challenge procedures.~~

~~— This committee will be responsible to:~~

~~• work collaboratively with other programs, organizations, or institutions to establish guidelines for equivalencies that will be recognized by all schools.~~

~~— • adjudicate new applications for equivalency.~~

~~— • recommend a schedule of fees.~~

~~— • ensure consistency with regard to the outcomes required for any particular credit.~~

~~— • facilitate communication among the schools.~~

~~C. School Principals/Vice-Principals and counsellors should ensure equity of access and opportunities for all students to attain equivalent credit, appropriate placement, or assistance towards a challenge. Facilitation and adjudication of challenge and equivalency will be school based.~~

- promote opportunities for challenge.

—• ensure a student focused approach to challenge and equivalency throughout the district.

2. ~~Facilitation and adjudication of challenge and equivalency will be school based.~~

Challenge Procedures

1. ~~Students must be made aware of the criteria which will be used to assess and evaluate the challenge.~~
2. ~~Before proceeding with a course challenge, students must present compelling evidence that they will be successful with the challenge.~~
3. ~~To succeed in a challenge, students must demonstrate that they can meet the same learning outcomes of the course as students who take the course through regular classes. Criterion referenced strategies will be used to establish the final mark.~~

Equivalency Procedures

1. ~~To qualify for an equivalency review, students must provide documentation to prove they have successfully completed a course or program of learning.~~
2. ~~Equivalency will be granted only for external courses or programs which match the prescribed learning outcomes of provincially or Board Approved courses.~~
3. ~~Credit restrictions apply between a course and its equivalent; thus, a student may receive standing in one B.C. course only for a course or program of learning deemed to be equivalent.~~

~~SUGGESTED SCHOOL-BASED GUIDELINES~~

Challenge Guidelines

Challenge Process

1. Requests may be submitted throughout the **school** year.
2. A designated counsellor/advisor or appropriate staff will present a student's case on appropriateness of course challenge to the School-Based Team or appropriate staff **Principal/Vice-Principal.**
3. ~~The School-Based Team or appropriate staff~~ Counselors and Principal/Vice-Principal will consider the following points:
 - student's background in the subject area.
 - whether the student is likely to be able to demonstrate **proficiency with the course learning standards.** learning outcomes.

- readiness for subsequent courses in the subject area.
 - factors surrounding the best educational interests of the student.
4. After completion and sign off on the 'SD #62 Course Challenge Form' approval from the School Based Team or appropriate staff, the student will be referred to an assessor with appropriate knowledge and understanding of the learning standards for the course being challenged. department representative.
 5. The challenge process must assess students on the Content and Curricular Competencies of courses. Examples of assessment strategies that could be used in a challenge process include such things as hands-on demonstrations, oral performances, interviews, written examinations, or presentations of a collection of work. Challenge processes should be substantive, but not onerous. Using a variety of criterion-referenced strategies,
 6. The assessor department representative will decide on the success of the challenge, award a grade and percentage and forward the challenge results to the counsellor for posting and documenting in the student file.
 - ~~6. The department representative forwards challenge results to the counsellor for posting.~~
 7. The student will be notified of the decision as soon as possible.

Points to Remember

1. Students do not have to be enrolled in Grade 10, 11 or 12 to challenge a Grade 10, 11 or 12 course.
2. Only students who have not successfully completed the course through previous enrollment should be eligible for challenge.
3. If a student successfully challenges a Grade 12 course, credit for a Grade 11 course in the same subject can be granted only if the student demonstrates that he or she has achieved the learning outcomes of the Grade 11 course.
4. Students may challenge only provincially approved courses or courses approved by the Board.
- ~~5. Students can challenge the school portion of government examined courses. The student must successfully challenge the school portion before writing the Provincial exam.~~
6. To succeed in a challenge, a student must obtain at least a C-grade or 50 percent.



SD 62 Course Challenge Form

Procedures:

- ✓ Pre-challenge Prior Learning Review
- ✓ Assesses course learning standards (Big Ideas, Curricular Competencies and Content)
- ✓ Substantive, but not onerous
- ✓ Letter Grade and % must be reported
- ✓ Process must be documented and available for audit

Note – International students may not challenge the 7 courses required to be taught by a BC teacher (see International Student Graduation Credit Policy)

STUDENT NAME: _____

PEN: _____

COURSE NAME: _____ **CODE:** _____

PRE-CHALLENGE PRIOR LEARNING REVIEW (one or more of below)

- Teacher recommendation (Name: _____)
- Evidence of prior learning
- Parent/student discussion

PVP Signature _____

ASSESSMENT STRATEGIES (one or more of the below)

- Hands-on Demonstration
- Oral Performance
- Interview
- Exam
- Portfolio of Work

TEACHER NAME: _____

DATE OF CHALLENGE: _____

COMMENTS: _____

CREDITS ASSIGNED: _____

% EARNED: _____

TEACHER SIGNATURE: _____

Equivalency Guidelines

The Ministry of Education and Child Care may make determinations about equivalency that apply to all students. Such determinations will be listed in the [Handbook of Procedures for the Graduation Program](#) or online [Course Registry](#).

Procedures for Equivalency

1. For the purpose of determining equivalency, comparison of courses may be based on factors such as the following:
 1. Comparison of learning standards
 2. Comparison of general subject matter
 3. Comparison of depth or breadth of coverage of subject matter
 4. Comparison of assessment methods, instruments, and standards.

2. To be deemed equivalent, sufficient content should have been covered to enable the student to be successful in further learning in the content area.

3. In order to receive credits through equivalency, students must provide the appropriate documentation as proof of successful completion of the course.

4. For reporting and transcript purposes, schools should assign a letter grade and percentage to all credits awarded through equivalency. If the student's documents show only a letter grade or level, schools may choose to assign a percentage, based on the mid-point of the matching British Columbia letter grade range. Schools may use "[Transfer Standing \(PDF\)](#)" (TS) if it is not possible to determine a letter grade and a percentage from the documentation.

5. Requests may be submitted throughout the **school** year.

- ~~2. A counsellor/advisor assists students in gathering supporting documentation (transcripts, letter of reference, portfolios, certificates). When possible, interviews with community advocates can be included.~~

- ~~3. The School Based Team or appropriate staff along with the subject teacher:

 - adjudicates the application in the best interest of the student.
 - checks for a match of the learning outcomes with the requested course credit.
 - awards a letter grade and percentage.
 - notifies student of the decision as soon as possible.~~

- ~~4. The counsellor/advisor who presented the case is responsible for posting a letter grade and documenting credit on the B.C. Permanent Student Record card.~~

5. ~~In the case of courses taken in other educational jurisdictions, decisions will be made by counsellors using the Student's Transfer Guide.~~
6. Equivalency Procedures
 1. ~~To qualify for an equivalency review, students must provide documentation to prove they have successfully completed a course or program of learning.~~
 2. ~~Equivalency will be granted only for external courses or programs which match the prescribed learning outcomes of provincially or Board Approved courses.~~
 3. ~~Credit restrictions apply between a course and its equivalent; thus, a student may receive standing in one B.C. course only for a course or program of learning deemed to be equivalent.~~

Fee-paying International students

Fee-paying International students whose educational program was not instructed in either French or English for at least two years prior to arriving in British Columbia must earn credits through instruction from a British Columbia-certified teacher (not through Equivalency review or Challenge process) for the following courses:

- a) A Language Arts course at the Grade 11 level,
- b) English First Peoples 12 or English Studies 12,
- c) A Science course at the Grade 11 or 12 level,
- d) A Mathematics course at the Grade 11 or 12 level,
- e) A Social Studies course at the Grade 11 or 12 level, and
- f) Career-Life Education.

Fee-paying International students must earn graduation credit in Career-Life Connections under supervision of a board of education or an independent school authority.

Authority

- See Ministerial Order 302/04, the [Graduation Program Order \(PDF\)](#)
- BC Public School Policy 2018, the [Earning Credit through Equivalency, Challenge, External Credentials, Post Secondary Credit and Independent Studies Credit](#)
- International Student Graduation Credit
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/international-student-graduation-credit>

Committee Info Note
Education-Policy Committee Meeting
March 5, 2024

Agenda Item 6a: NA'TSA'MAHT Enhancement Agreement Mid-Year Report

Background: [LINK TO NA'TSA'MAHT AGREEMENT](#)

- NA'TSA'MAHT is a five-year working agreement developed by our school district, all local Indigenous communities and partners, and the Ministry of Education. The goal of the agreement is to maintain and enhance our collective ownership in order to improve the success of Indigenous students, create safe, welcoming and inclusive learning environments, and provide learning opportunities based on the First Peoples Principles of Learning for all students, staff, and communities.
- It is the role and responsibility of The NA'TSA'MAHT Education Council (N.E.C.) of School District No. 62 (Sooke) to review annually and make recommendations as need to the NA'TSA'MAHT Enhancement Agreement, via the NA'TSA'MAHT Indigenous Education Administration.
- The NA'TSA'MAHT Education Council provided input on January 31, 2024 and February 28, 2024, including a motion to accept the report on February 28, 2024.
- The report was reviewed by the NA'TSA'MAHT Education Council First Nation Co-Chair on February 27, 2024.

Current Context:

This is a mid-year report on the NA'TSA'MAHT Enhancement Agreement which includes data from the most recent "How Are We Doing Report 2022-23" on Indigenous student learning. The report compiles data from a variety of sources and is organized based on the 2 goals and 12 objectives.

One Mind Goal: To build understanding of Indigenous histories, cultures, and ways of knowing and being, for the purpose of creating safe, welcoming and inclusive learning environments K to 12

HIGHLIGHTS FROM 2022-23 SCHOOL YEAR:

- 6 year Graduation Rates for Indigenous learners: 70% whereas non-Indigenous students was 93% (23% difference)
 - Graduation Rate with Adult Dogwood Adjustment: 69% (-1%)
- 42% of students in Alternate Programs are Indigenous
- Implementation of 1st year of Pathway to Graduation Circles is bringing awareness to learning needs of each student
- Cultural Credits – Whale Puppet Project in Pacheedaht
- Of students with Disabilities or Diverse Abilities 20% are of Indigenous Ancestry (HAWD Report p. 8) 24% in 2018/19, lower by 4% over 5 years

HAPPENINGS FOR THIS 2023-24 SCHOOL YEAR:

- New Teacher Position of Special Responsibility – NA'TSA'MAHT Student & Family Advocate
 - Renewal of T'Sou-ke Local Education Agreement in Oct. 2023
 - School Equity in Action Focus on "Learner Profile"
- 2nd year of the Pathways to Graduation Circles:

- **49%** of those students are “**on track**” to graduation
- **10%** of those students required an “**action**” from the school team
- Deepening Cross-department collaboration with Curriculum Transformation Department, Safe & Healthy Schools Department, ELL Department

One Spirit Goal: To build understanding of Indigenous histories, cultures, and ways of knowing and being, for the purpose of creating safe, welcoming and inclusive learning environments K to 12

HIGHLIGHTS FROM THE 2022-23 SCHOOL YEAR:

- Each school completed **EIA School Report** with actionable goals related to the Learning Profile & Learning Environment Pillars
- No District Equity in Action Committee; however, various Departments have EIA initiatives at different stages of implementation
- **SLS Safety:** in grade 10 **15% fewer** Indigenous students ‘feel safe at school most or all of the time’ compared to non-Indigenous peers
- **SLS Engagement/Sense of Belonging:** **27-62%** of gr 4, 7, 10 & 12 Indigenous students noted they ‘like school most of the time’ Grade 10 is an area for attention.
- **6 NIE Community Dinners** done in collaboration with Local First Nations, urban-Indigenous partners, SD62 Departments & Schools were a success in 2022-23 and have been planned again for 2023-24
- **NIE Graduation Recognition Celebration** at Royal Bay Secondary received positive feedback & will return to RBS in 2023-24
- **NIE Grade 12 Land-based Day** at Camp Thunderbird was enjoyed by attendees; will expand to include grade 12s from SD61 & SD63 in 2023-24
- Sc’ianew Nation hosted **2 days of land-based learning** to feeder schools in spring of 2023
- **SLS 31-64%** of gr 4, 7, 10 & 12 Indigenous & non-Indigenous students noted they are ‘being taught about Indigenous Peoples in Canada’ demonstrating the need to develop Professional Standard 9 & local resources

HAPPENINGS FOR THIS 2023-24 SCHOOL YEAR:

- **Local Indigenous Languages** are more visible in schools via entrance & classroom displays, newsletters, announcements, school signs and outdoor areas; 13 schools have EIA Indigenous Language & Naming goals
- NIE received **11 Culture & Language Consultation** requests submissions since September
- Eagle Ridge Secondary renamed to **QELEŅSEN Á, LEN** in Dec 2024; naming of elementary school **SCÍANEW STĒLITĶĒL**,
- T’Sou-ke Nation Sooke Kindergarten **SENĆOŦEN** Program continues
- **4 NIE Community Dinners** in collaboration with Local First Nations, urban-Indigenous partners, are planned to celebrate Indigenous students and community
- Sc’ianew Nation Ocean Resources expanding to host **3 days of land-based learning** to feeder schools
- Curriculum Transformation Department developing Local First Nation Math/Numeracy Resource & Core Competency Resources
- Indigenous Focused courses increased numbers of blocks offered in 2023-24 school year including first time offering of Contemporary Indigenous Studies

Respectfully submitted,

On behalf of the NA’TSAMAHT Education Council (N.E.C.):

- Co-Chair (First Nation Community) Tara Jensen, T’Sou-ke First Nation Representative
- Co-Chair (District Representative) Jon Carr, District Principal – NA’TSA’MAHT Indigenous Education Department
- Marlys Denny, District Vice-Principal – NA’TSA’MAHT Indigenous Education Department

NA'TSA'MAHT ENHANCEMENT AGREEMENT WEXES MOON REVIEW

BOARD OF EDUCATION
MID-YEAR REPORT
FEBRUARY 2024



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Objective 3: Ministry of Education recognizes Indigenous cultural learning experiences as credits towards Indigenous students' Dogwood Diploma	
Objective 4: Respond to the diverse learning needs of each Indigenous student	
Objective 5: Provide Indigenous students opportunities to explore pathways to employment through engagement with schools, community and partner groups	
Objective 6: Promote SD62 employment opportunities for Indigenous graduates	
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Objective 1: Maintain annual implementation of Equity In Action at the school and district level	
Objective 2: Enhance Indigenous culture reflected in schools, classrooms, and land-based learning environments leading to Indigenous students feeling welcome in schools	
Objective 3: Increase knowledge of First Nations, Métis and Inuit languages	
Objective 4: Increase knowledge and appreciation of First Nations, Métis and Inuit histories and contemporary practices	
Objective 5: Provide learning opportunities for all SD62 employees including Indigenous ways of knowing and being, pathways to truth and reconciliation, anti-racism and culturally responsive trauma informed practices	
Objective 6: Promote SD62 employment opportunities for Indigenous graduates	
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Sooke School District acknowledges the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuuchahnulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation. We recognize these territories, the First Nations people and thank them for allowing us to live, work and play this beautiful land.

BACKGROUND



[LINK TO
NA'TSA'MAHT
ENHANCEMENT
AGREEMENT](#)

NA'TSA'MAHT is a five-year working agreement developed by our school district, all local Indigenous communities and partners, and the Ministry of Education. The goal of the agreement is to maintain and enhance our collective ownership in order to improve the success of Indigenous students, create safe, welcoming and inclusive learning environments, and provide learning opportunities based on the First Peoples Principles of Learning for all students, staff, and communities.



Signing Celebration of the
NA'TSA'MAHT
Enhancement Agreement,
September 2022
Pacheedaht First Nation



ROLE OF THE NA'TSA'MAHT EDUCATION COUNCIL (N.E.C.)

It is the role and responsibility of the **NA'TSA'MAHT Education Council (N.E.C.)** of School District No. 62 (Sooke) to review annually and make recommendations as needed to the NA'TSA'MAHT Enhancement Agreement.

The report was reviewed by the NA'TSA'MAHT Education Council First Nation Co-Chair on February 27, 2024, at T'Sou-ke First Nation.



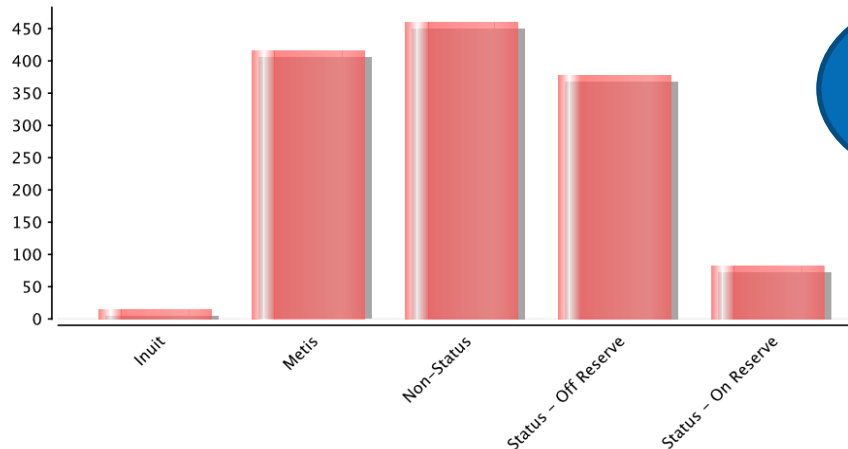
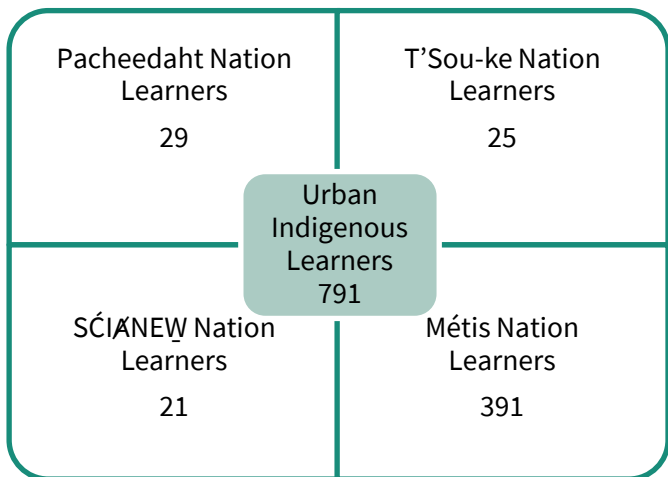
The NA'TSA'MAHT Education Council provided input on January 31, 2024 and February 28, 2024, including a motion to accept the report on February 28, 2024, at the Hulitan Bighouse.



SD62 FOUR POSTS of the LONGHOUSE

Who are SD62's Indigenous Learners?

SD62 House of Learning or "Lellum" Indigenous Students in SD62



Based on 2023-24 school year

Aboriginal Ancestry	Number	Percent
Inuit	15	1.11%
Metis	415	30.74%
Non-Status	460	34.07%
Status - Off Reserve	378	28.00%
Status - On Reserve	82	6.07%
Totals	1350	100.00%

PURPOSE OF WEXES MOON NEA BIENNIAL REVIEW

- To review the mid-year progress of the One Mind and One Spirit Goals
- To highlight available evidence, actions to date, and future actions as we strive to address the objectives and intended outcomes of the agreement

A quote when considering the data,

“To close the gaps means to achieve education outcomes for (Indigenous) students that are the same outcomes for non-Indigenous students. This language does not imply any failure by Indigenous student, but rather, a failure of the education system to meet their needs.” Audit of Education of Aboriginal Students in the Public School System (2015)

The Ministry of Education and Child Care “How Are We Doing Report?” for the 2022/23 school year
[HERE IS THE LINK](#)

[Student Success Dashboard](#) has SD62 data available for all students.

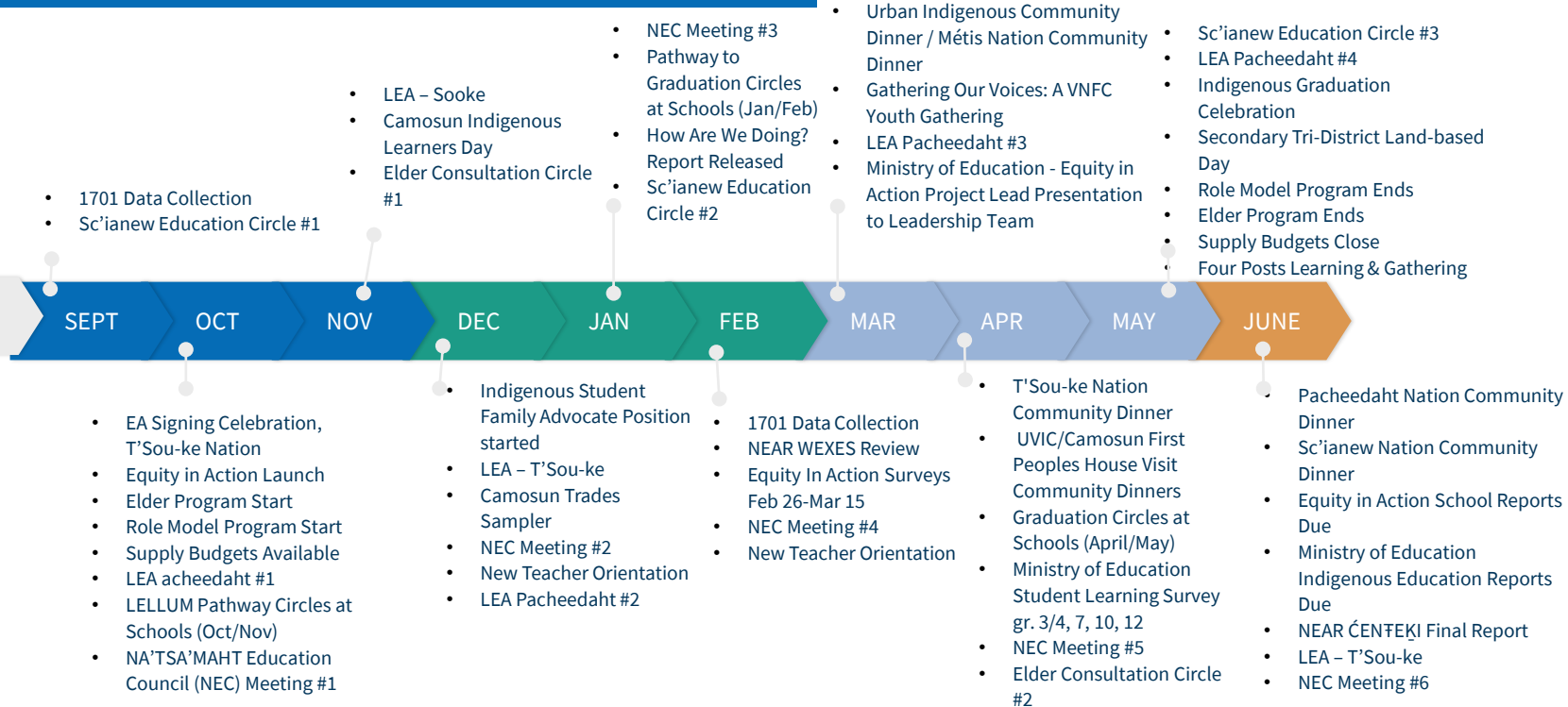


Where do Indigenous students come from in School District #62?

NAT'SA'MAHT ENHANCEMENT AGREEMENT 2023-24 Timeline



Indigenous community partners at the School Board Office for renaming of rooms (Russ Chipps, Scianew; Jo- Ina Young, Métis; Tracy Charlie, Pacheedaht; Rick Peter, Sc'ianew; Shirley Alphonse, T'Sou-ke; Amanda Hamilton, Pacheedaht)



To progress individual Indigenous Students success K-12, Leading to a Dogwood Diploma and Supporting Pathways to Employment beyond graduation that reflect student choice and voice

HIGHLIGHTS FROM 2022-23 SCHOOL YEAR:

- 6 year Graduation Rates for Indigenous learners: **70%** whereas non-Indigenous students was **93%** (**23% difference**)
- Graduation Rate with Adult Dogwood Adjustment: **69%** (**-1%**)
- **42%** of students in Alternate Programs are Indigenous
- Implementation of 1st year of Pathway to Graduation Circles is bringing awareness to learning needs of each student
- Cultural Credits – Whale Puppet Project in Pacheedaht
- Of students with Disabilities or Diverse Abilities **20%** are of Indigenous Ancestry (HAWD Report p. 8) **24%** in 2018/19, lower by **4%** over 5 years (see chart)

HAPPENINGS FOR THIS 2023-24 SCHOOL YEAR:

- New Teacher Position of Special Responsibility – NA'TSA'MAHT Student & Family Advocate
 - Renewal of T'Sou-ke Local Education Agreement in Oct. 2023
 - School Equity in Action Focus on “Learner Profile”
- 2nd year Pathways to Graduation Circles:
- **49%** of those students are “**on track**” to graduation
 - **10%** of those students required an “**action**” from the school team
 - Deepening Cross-department collaboration with Curriculum Transformation Department, Safe & Healthy Schools Department, ELL Department

Objective 1:

Maintain implementation of Equity of Action at the school & district level

DATA

- Each school has an *Equity in Action* team to implement goals connected to the Learner Profile pillar
- BCTEA Transportation Grants for **76** on-reserve/First Nation learners living in their home community, for To/From school and Extracurricular activities

ACTIONS - September to January

- Schools have access to **6.0** Teacher On-Call release days to support implementation of *Equity in Action* goal(s)
- Human Resources: Application to BC Human Rights Tribunal in progress – consultation with stakeholder groups
- Entire SD62 Leadership engaged in Drum Making workshop at T'Sou-ke Nation (August Leadership Meeting)
- Each Leadership Meeting begins with drumming led by an SD62 Elder
- Received Bakau Report (DEI) for consideration & next steps
- District Principal of Indigenous Education participated in provincial networks and the Indigenous Leaders Series facilitated by the BC Superintendents of Schools Association in 2022-23 and 2023-24 school year



SD62 Leadership Team at T'Sou-ke Nation
August Leadership Meeting 2023



NEXT STEPS - February through June

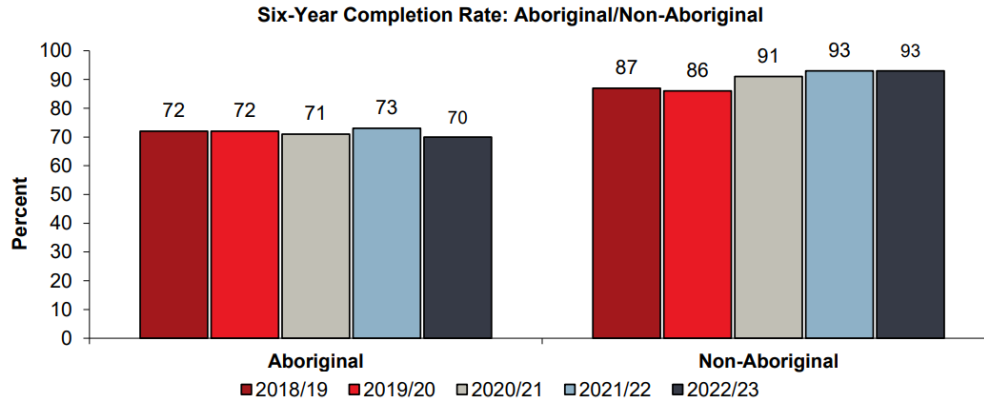
- *SD62 Student and Family Equity in Action Student Surveys* take place in **February/March**
- Survey Results and School Reports reviewed in **April/May**
- 5 Community Dinner Events from **February to June**
- *Equity in Action Year End School Reports* due at **end of May**

Objective 2:

Indigenous students achieve a Dogwood Diploma within six years

The six-year completion rate is the percent of Grade 8 students who graduate, with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enroll in Grade 8, adjusted for migration in and out of B.C.

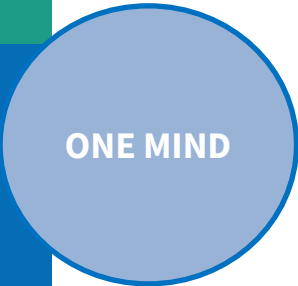
DATA from 2022-23



School Year	Aboriginal			23% Difference	Non-Aboriginal		
	All Students %	Female %	Male %		All Students %	Female %	Male %
2018/19	72	79	67		87	89	85
2019/20	72	71	74		86	87	85
2020/21	71	80	61		91	92	90
2021/22	73	69	77		93	93	93
2022/23	70	71	69		93	94	92

+/- 3% difference in Grad Rate over 5 years

23% difference between Indigenous & non-Indigenous



Objective 2:

Indigenous students achieve a Dogwood Diploma within six years

ACTIONS - September to January

- NA'TSA'MAHT Indigenous Education PVP facilitating 'Pathway to Graduation' Circles focusing on each Indigenous learner's Attendance, Academics, Engagement & Wellness.
- Local Education Agreement (LEA) Meetings with T'Sou-ke Nation, Pacheedaht Nation and respective LEA schools
- NA'TSA'MAHT Student & Family Advocate added to NIE department
- NA'TSA'MAHT Education Teachers staffed at each Middle & Secondary School – focus on academics
- NA'TSA'MAHT Program Assistants – focus on in-class academic support and Culture/language.
- NA'TSA'MAHT Department utilizing Online Program to honour services provided by the department.

NEXT STEPS - February through June

- NA'TSA'MAHT Indigenous Education PVP facilitating Spring 'Pathway to Graduation' Circles focusing on each Indigenous learner's Attendance, Academics, Engagement & Wellness.
- Carefully track Grade 12 Indigenous Learners to support successful graduation.

Stage at the May 2023
NA'TSA'MAHT Indigenous
Graduation Celebration,
Royal Bay Secondary School



RBSS Indigenous
valedictorian, Tanisha Spiller,
at the NA'TSA'MAHT
Graduation Celebration
(right) with Jon Carr, District
Principal (left) at Royal Bay
Secondary School, May 2023

Objective 3:

Ministry of Education recognizes Indigenous cultural learning experiences as credits towards Indigenous students' Dogwood Diploma

DATA

- Some student absenteeism from participation in cultural practices
- Individual instances where teachers have included cultural experience towards coursework
- Ministry of Education has not provided direction yet
- 2022-23 Cultural Whale Puppet Project in Pacheedaht towards credit for classwork

ACTIONS - September to January

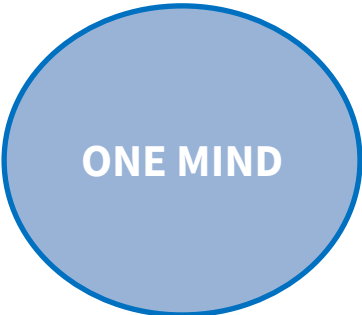
- Gathered information from schools regarding who is/may be away for cultural reasons
- Have discussed possible ways of how to support continuity of learning and connections to school while honouring time away from school for cultural practices
- Upper-level District conversations as to how Indigenous students who participate in cultural learning experiences might receive credits towards Dogwood Diploma through the Ministry of Education

NEXT STEPS - February through June

- Continue gathering information from the Ministry of Education regarding cultural credits
- Initiate the co-creation of Locally Developed Courses with Local First Nations
- Support schools to honour cultural projects in community for graduation credits

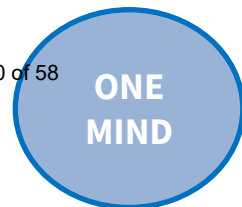


Whale Puppet Cultural Project, Pacheedaht First Nation, Spring 2023



Objective 4:

Respond to the diverse learning needs of each Indigenous student



DATA

Alternate Programs 2022-23:

- **85** Indigenous compared to **119** non-Indigenous students in Alternate Programs
- **42%** of students in alternate are of Indigenous Ancestry (HAWD Report p. 7)

Career Programs 2023-24 (This Year) includes: Dual Credit, Work Experience, TASK, Youth Work In Trades, Train in Trades

- **93** Indigenous students enrolled at the Secondary level

Blended Learning Grade 6-8 Programs 2023-24 (This Year)

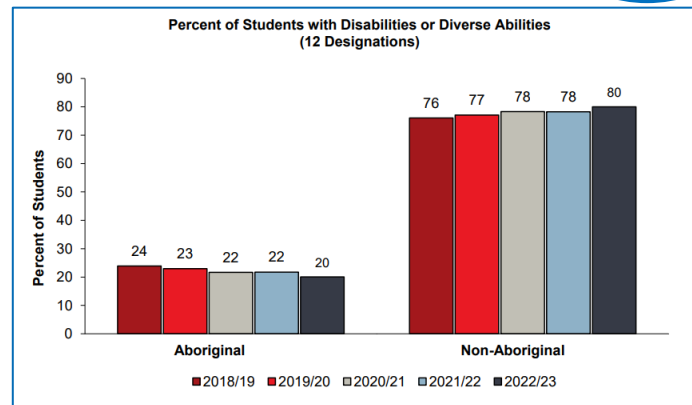
- **7 out of 41** students are Indigenous (17%)

Online Learning HUB Programs 2023-24 (This Year)

- **165 out of 1151 courses or 14% of Online HUB Courses** taken by Indigenous students enrolled at the Secondary level, including **5** Pacheedaht Nation students who participate in a flexible schedule at EMCS & in-community at Port Renfrew Elementary – Distance Learning Classroom run by Pacheedaht First Nation

Diverse Abilities & Disabilities 2022-23

- Of students with Disabilities or Diverse Abilities (12 Categories) **20%** are of Indigenous Ancestry (HAWD Report p. 8) **24% in 2018/19, lower by 4% over 5 years (see chart)**



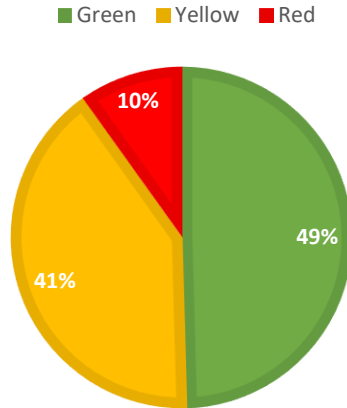
NEXT STEPS - February to June

- Analysis of *Equity in Action* Student and Family Survey Results – May
- Establish SD62 *Jordan's Principle* Best Practices
- Promote available Indigenous Student Scholarships & support application process
- Create Indigenous Education Department staffing plan to reflect student demographics & needs for 2024-25 school year
- Consult with First Nations on District Budget Priorities & Focuses for District Strategic Plan

Objective 4 Continued

Respond to the diverse learning needs of each Indigenous student

PATHWAYS TO GRADUATION WINTER STATUS 2024



DATA

- ‘Pathway to Graduation’ Circle Meetings honour each Indigenous student gifts & needs
- Distinct School *Equity in Action* Goals focus on the Learner Profile
- As of Feb 28th, approximately 50% or 620 of Indigenous students ‘Pathway to Graduation’ status had been identified by school teams
- **49%** of those students are “**on track**” to graduation
- **10%** of those students required an “**action**” from the school team

NEXT STEPS - February to June

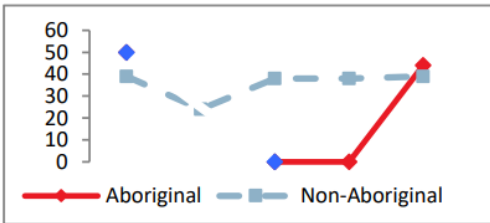
- Follow up on ‘actions’ from Fall/Winter ‘Pathway to Graduation’ Circle Meetings at the Spring Circle Meetings
- Continue to support the Student & Family Advocate ‘new’ position

Objective 5:

Provide Indigenous students opportunities to explore pathways to employment through engagement with schools, community and partner groups

DATA

Are you satisfied that school is preparing you for post-secondary education?



School Year	Indigenous			Non-Indigenous		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	26	13	50	217	85	39
2019/20	Msk	Msk	Msk	115	28	24
2020/21	28	Msk	Msk	311	117	38
2021/22	28	Msk	Msk	282	108	38
2022/23	27	12	44	238	94	39

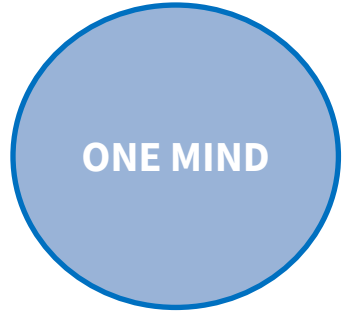
44% of Indigenous Grade 12s feel that school is preparing them for post-secondary education all of the time or many times

ACTION - September to January

- Ongoing relationship building with Posts-secondary partner groups
- Camosun Trades Sampler via Aboriginal Service Plan – Nov. 15, 2023

NEXT STEPS - February to June

- UVIC/Camosun First Peoples House Visit – TBD
- SD62 Pathways & Choice Staff invited to attend NA'TSA'MAHT Family Gatherings
- SD62 Human Resource Department invited to attend NA'TSA'MAHT Family Gatherings
- SD62 Posts-Secondary Partner groups invited to attend NA'TSA'MAHT Family Gatherings
- NA'TSA'MAHT Education Teachers support student scholarship application packages



Objective 6:

Promote SD62 employment opportunities for Indigenous graduates



DATA

- We know some SD62 Indigenous graduates are currently working in SD62 yet do not have data on staff ancestry
- No data source for employment opportunities yet
- No mechanism in place to track demographic information
- HR is looking into this to support this aspect of the agreement.

ACTION - September to January

- Last year, NA'TSA'MAHT EDUCATION COUNCIL, consulted on application to BC Human Rights Tribunal for Equitable Hiring of Marginalized groups

NEXT STEPS - February to June

- Human Resources is committed to engaging with communities and partners through our presence at events such as the T'Sou-ke Career Fair, NIE dinners, and other initiatives.
- HR also attending the Multicultural Family Night coming up at Belmont.



SD62 Human Resources Team at the T'Sou-ke Nation Career Fair, Spring 2023

To build understanding of Indigenous histories, cultures, and ways of knowing and being, for the purpose of creating safe, welcoming and inclusive learning environments K to 12

HIGHLIGHTS FROM THE 2022-23 SCHOOL YEAR:

- Each school completed **EIA School Report** with actionable goals related to the Learning Profile & Learning Environment Pillars
- No District Equity in Action Committee; however, various Departments have EIA initiatives at different stages of implementation
- **SLS Safety**: in grade 10 **15% fewer** Indigenous students **'feel safe at school most or all of the time'** compared to non-Indigenous peers
- **SLS Engagement/Sense of Belonging**: **27-62%** of gr 4, 7, 10 & 12 Indigenous students noted they **'like school most of the time'** Grade 10 is an area for attention.
- **6 NIE Community Dinners** done in collaboration with Local First Nations, urban-Indigenous partners, SD62 Departments & Schools were a **success** in 2022-23 and have been planned again for 2023-24
- **NIE Graduation Recognition Celebration** at Royal Bay Secondary received **positive feedback** & will return to RBS in 2023-24
- **NIE Grade 12 Land-based Day** at Camp Thunderbird was **enjoyed** by attendees; will expand to include grade 12s from SD61 & SD63 in 2023-24
- Sc'ianew Nation hosted **2** days of **land-based learning** to feeder schools in spring of 2023
- **SLS 31-64%** of gr 4, 7, 10 & 12 Indigenous & non-Indigenous students noted they are **'being taught about Indigenous Peoples in Canada'** demonstrating the need to develop Professional Standard 9 & local resources

HAPPENINGS FOR THIS 2023-24 SCHOOL YEAR:

- **Local Indigenous Languages** are more visible in schools via entrance & classroom displays, newsletters, announcements, school signs and outdoor areas; 13 schools have EIA Indigenous Language & Naming goals
- NIE received **11 Culture & Language Consultation** requests submissions since September
- Eagle Ridge Secondary renamed to **QELEŅSEN Á, LEN** in Dec 2024; naming of elementary school **SĆIANEW STELITKEL**,
- T'Sou-ke Nation Sooke Kindergarten SENĆOŦEN Program continues
- **4** NIE Community Dinners in collaboration with Local First Nations, urban-Indigenous partners, are planned to celebrate Indigenous students and community
- Sc'ianew Nation Ocean Resources expanding to host **3** days of land-based learning to feeder schools
- Curriculum Transformation Department developing Local First Nation Math/Numeracy Resource & Core Competency Resources
- Indigenous Focused courses increased numbers of blocks offered in 2023-24 school year including first time offering of Contemporary Indigenous Studies

Objective 1:

Maintain annual implementation of Equity In Action at the school & district level

OUTCOME: Schools complete an annual Equity In Action Report

OUTCOME: District Departments & Executive participate in District Equity in Action Committee



DATA

School EIA:

- set goals to better understand **Learning Profile Pillar** by reviewing the school's Lellum, utilizing the Pathway to Graduation Perspective Framework, answering Ministry of Education's Learning Profile Questions, and exploring the How Are We Doing Report and more
- working to increase **sense of belonging an identify** of Indigenous students by honouring specific seasonal celebrations & annual events, initiating projects through the Elder Consultation Framework, engaging students in the Learning Environment Survey (Feb 26th – Mar 15th), facilitating book clubs, professional learning and more
- **2023 June EIA Report Themes :**
 - 19 schools Indigenous Art Mural, Logo Redesign & Commission goals
 - 13 schools Indigenous Language & Naming goals
 - 19 schools Indigenous Planting & Gardens goals
 - 24 schools Indigenous School Wide Events goals

District EIA:

- No District Equity in Action Committee
- EIA Department initiatives include:
 - Human Resources – Equitable Hiring;
 - Inclusive Education – Jordan’s Principle Working Group;
 - ELL: Multicultural Night;
 - Pathways & Choice – Career Opportunities;
 - Transportation – Responding to individual student needs;
 - Curriculum Transformation - Authentic Resources;
 - Facilities – new build considerations

ACTIONS - September to February

- 6.0 release days provided to schools to work on Equity in Action initiatives

NEXT STEPS – March through June

- Review *Equity in Action Student Survey & Equity in Action Parent Survey*
- Complete *Equity in Action Year-End School Report*

Objective 2:

Enhance Indigenous culture reflected in schools, classrooms, and land-based learning environments leading to Indigenous students feeling welcome in schools

OUTCOME: Indigenous students feel welcome at school

OUTCOME: Students engage in First Peoples Principles of Learning activities in the classroom & in the natural environment

2022-23 STUDENT LEARNING SURVEY RESULTS % of Responses 'All of the time/ many times'	Grade	Ind %	Non-Ind %	HAWD Page	Notices & Wondering
Do you like school?	4	62%	64%	p.49	2% difference; highest of % across grade 4, 7, 10 & 12
	7	47%	47%	p. 51	0%; less than 50% of students like school
	10	27%	44%	p. 53	17% difference from non-Indigenous peers; 20% drop from grade 7 ACTIONS NECESSARY
	12	46%	48%	p. 54	2% difference; like grade 7, less than 50% of students like school
Feel safe at school?	4	77%	79%	p. 50	2% difference
	7	69%	76%	p. 52	8% difference; over 30% of Ind students do not feel safe @ school
	10	67%	82%	p. 54	15% difference from non-Indigenous peers
	12	89%	84%	p. 56	*5% difference with higher percentage of Indigenous youth feeling safe at school in grade 12



Filming Elder Lavina Charles language video Spring 2023 in Sc'ianew Beecher Bay First Nation



4 Posts Indigenous & SD62 Representatives at the Networks of Inquiry and Indigenous Education May 2023 to learn about cultural curriculum initiatives

Objective 2:

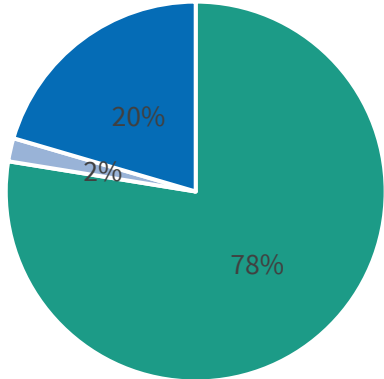
Enhance Indigenous culture reflected in schools, classrooms, and land-based learning environments leading to Indigenous students feeling welcome in schools

OUTCOME: Indigenous students feel welcome at school

OUTCOME: Students engage in First Peoples Principles of Learning activities in the classroom & in the natural environment

Equity in Action
Family Spring 2023 Survey Results

Do you believe that school staff are respectful and inclusive of Indigenous learners, families and communities?



■ Yes ■ No ■ Somewhat



Sc'ianew Nation Ocean Resources Land-based Learning
November 2023



DATA
98% said "yes" or "somewhat"

Objective 2 Continued:

Enhance Indigenous culture reflected in schools, classrooms, and land-based learning environments leading to Indigenous students feeling welcome in schools

OUTCOME: Indigenous students feel welcome at school

OUTCOME: Students engage in First Peoples Principles of Learning activities in the classroom & in the natural environment

ACTIONS - September to February

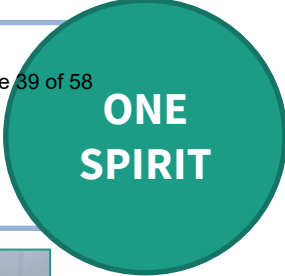
- Renaming of Eagle Ridge Secondary to QELEÑSEN Á, LEN with guidance from SENĆOŦEN language teachers and local Elders
- NIE Staff at all school sites with consistent weekly or bi-weekly schedules supporting over **1240** Indigenous students with Culture/Language & Support Programming
- Elder In-Residence Program offered at Secondary and various Middle & Elementary Schools
- **NIE School Supply Budget: 41% of funds** spent to support cultural learnings and Indigenous focused bulletin boards (Feb 27, 2024)
- **NIE School Honoraria Budget: 52% of funds** spent to access Role Model Program (Feb 27, 2024)
- **Urban Indigenous Drumming** Series at Savory, Spencer, PEXSISEN, Centre Mountain Lellum, Ruth King & David Cameron
- NIE Resource House on Engage
- NIE District Weekly & NIE PVP Monthly Memo
- Collaborative Projects with **Curriculum Transformation Department** including Tri-District Teacher Librarian Day, Authentic Math Resource focusing on oral histories, Working with Elders to understand and establish connections to Core Competencies

NEXT STEPS - March to June

- Continue developing Elder Legacy Video Series with Nations
- Urban Indigenous Drumming Series expanded to Belmont, Willway & Colwood
- NA'TSA'MAHT Community Dinners – featuring culture & language
- Schools access NIE Honouraria & Supply Budgets to end of May
- Review Results from *Equity in Action Student & Family Surveys*
- Continue to access Role Models prioritizing classrooms with Indigenous students



**ONE
SPIRIT**



Objective 3:

Increase knowledge of First Nations, Métis and Inuit LANGUAGES

OUTCOME: Indigenous & non-Indigenous students are being taught local First Nation Languages

DATA

- EIA 2023 Family Survey Question “Where is local Indigenous Language visible in your child’s school?”
- EIA School Report - 13 schools prioritize Indigenous Language & Naming
- Renaming of Eagle Ridge Secondary to QELEŅSEN Á, LEŅ with guidance from SENĆOFEN language teachers and local Elders in December 2023
- 10 schools submitted Culture & Language Consultation requests

ACTION - September to February

- Elder Culture & Language Consultation November Circle
- T’Sou-ke Nation Sooke Kindergarten SENĆOFEN Program
- Responded to requests for language with support from local Elders
- Role Model Program featuring Indigenous Language
- Bulletin boards highlighting SENĆOFEN language
- NIE District Weekly & NIE PVP Monthly Memo
- NIE Language Resources on Engage
- Kookum In-Residence teaching Michif (Métis language)



Language teachers Shirley Alphonse and Lavina Charles At Hans Helgesen NA’TSA’MAHT Dinner June 2023

NEXT STEPS - March through June

- *Equity in Action Student Survey & Equity in Action Parent Survey* in February / March
- Elder Culture & Language Consultation April Circle
- *Equity in Action Year End School Report* in June
- Continue Language & Culture Legacy Projects with Elders

Objective 3:

Increase knowledge of First Nations, Métis and Inuit LANGUAGES

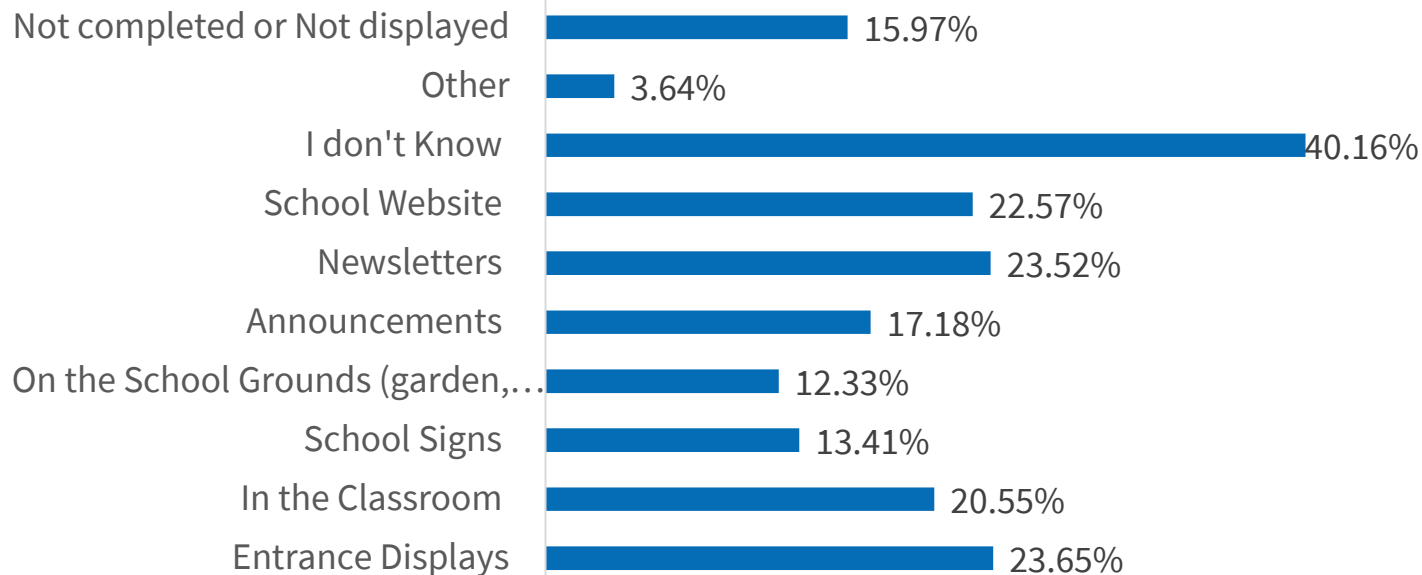
OUTCOME: Indigenous & non-Indigenous students are being taught local First Nation Languages

DATA

Equity in Action
Family Spring 2023
Survey Results



Where is local Indigenous language visible in your school?



Objective 4:

Increase knowledge and appreciation of First Nations, Métis and Inuit HISTORIES and CONTEMPORARY PRACTICES

OUTCOME: Indigenous & non-Indigenous students learn about local First Nation, Métis & Inuit at school

DATA

- June EIA School Report - 24 schools prioritize Indigenous School Wide Events

2022-23 STUDENT LEARNING SURVEY RESULTS % of Responses 'All of the time or many times'	Grade	Ind %	Non-Ind %	HAWD Page	Notices & Wonderings
At school, are you being taught about Indigenous Peoples in Canada?	4	44%	42%	p. 49	2% difference with higher percentage of Indigenous youth ACTIONS NECESSARY – Prof Standard 9
	7	31%	33%	p. 51	2% difference; low percentage ACTIONS NECESSARY – Prof Standard 9 authentic resources; training
	10	41%	42%	p. 53	1% difference; low percentage ACTIONS NECESSARY – Prof Standard; authentic resources; training
	12	64%	39%	p. 55	25% difference with higher percentage of Indigenous youth noting being taught about Indigenous Peoples Could this be because they are beginning to see themselves in the curriculum? The new grad course requirement?

ONE
SPIRIT



Drummers at the Grade 12 land-based celebration



The talented Kookum Jo-Ina, Métis Elder teaching about traditional beading

Objective 4:

Increase knowledge and appreciation of First Nations, Métis and Inuit
HISTORIES and CONTEMPORARY PRACTICES

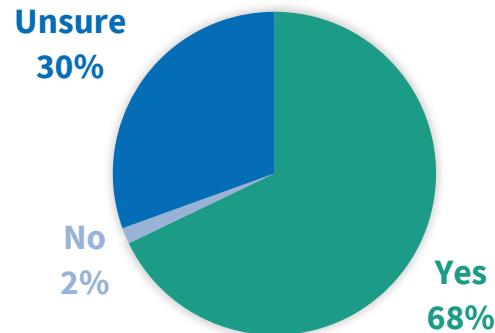
OUTCOME: Indigenous & non-Indigenous students learn about local First Nation, Métis & Inuit at school

Equity in
Action
Family
Spring
2023
Survey
Results

ARE LOCAL INDIGENOUS WORLDVIEWS AND MULTICULTURAL PERSPECTIVES BEING TAUGHT IN YOUR CHILD'S SCHOOL?



Coast Salish Art Shapes



Elder Henry Chipps making a cedar rose in Pacheedaht, June 2023



The Red Dress (MMIW) is visible & honoured at many school sites.

Objective 4:

Increase knowledge and appreciation of First Nations, Métis and Inuit HISTORIES and CONTEMPORARY PRACTICES

OUTCOME: Indigenous & non-Indigenous students learn about local First Nation, Métis & Inuit at school

ONE SPIRIT

ACTIONS - September to February

- 6.0 release days provided to schools to work on EIA initiatives
- School Based NIE Honoraria Funds for Role Model Program
- School Based Supply Funds for bulletin boards & projects
- Continuation between SD62 & SD63 to create W̱SÁNEĆ Oral Histories Legacy Video(s) with corresponding lessons NIE
- Monthly NIE Bulletin shares resources related to Coast Salish Moon & Seasonal Celebrations & Annual Events for classroom use
- Sc'ianew Nation Ocean Resources hosted land-based learning to Dunsmuir Middle School classroom in spring of 2023 & will do so again in 2024
- Curriculum Transformation Initiatives:
 - Continuation of Local First Nation Math/Numeracy
 - Local Core Competency Resource



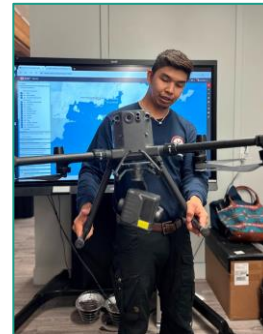
Land-based plant walk, Centre Mountain Lellum Fall 2023



Cultural Drumming with Rick Peter at Port Renfrew Elementary 2023

NEXT STEPS - March through June

- *Equity in Action Student Survey & Equity in Action Parent Survey* in February & March
- *Equity in Action Year End School Report* in June
- Ongoing discussions with local Nations for land-based field trips in-community showcasing contemporary practices
- Sc'ianew Nation Ocean Resources hosting land-based opportunities for 2 schools in April 2024



Tavian from Sc'ianew Ocean Resources showcasing use of Drones to monitor oceans as part of the Land-based learning April 2023



Dunsmuir Orange Shirt Walk with Chief Chipps and Principal Mark K September 2023

Objective 5:

Provide learning opportunities for all SD62 employees including Indigenous ways of knowing and being, pathways to truth and reconciliation, anti-racism and culturally responsive trauma informed practices

OUTCOME: Staff engage in learning opportunities that enhance their skill set to support Indigenous students & families.

DATA

- SD62 does **not** dedicate a Non-Instructional Day focused on enhancing First Nation student learning outcomes as required by the BC Tripartite Education Agreement 4.17
- Sooke Teachers Association & CUPE offer learning sessions related to Indigenous Education
- Some teachers rely heavily on the NIE Department to 'teach' Indigenous related content
- Interested NIE staff attended First Nation Education Steering Committee Conference in December
- Leadership Retreat in August included a drum making workshop lead by First Nation Role Models & hosted by T'Sou-ke Nation
- Monthly Leadership Meetings begin with a drum circle lead by an Indigenous Role Model
- Joe Heslop, Equity in Action Liaison, Ministry of Education – presented to Leadership in January

ACTION - September to February

- Local Education Agreement with T'Sou-ke Nation Signing Event
- STA Pro-D Offerings included: Goldstream Learning on the Land, Drumming Workshop & Métis Beading Workshop
- NA'TSA'MAHT Indigenous Education Department staff learning – drum making & drum painting session, ribbon skirt/shirt making
- District received results from external Equity, Diversity and Inclusion Audit

NEXT STEPS - March to June

- STA Pro-D Offerings in April & May
- CUPE Pro-D offerings in May
- Increase awareness of Professional Standard 9
- Consider how to embed a dedicated NID focused on enhancing First Nation student learning outcomes in school calendar



ONE
SPIRIT

Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.

Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.



Photos of Land-based Learning day at Goldstream Park
Locally Based Sooke Teachers Pro-D November 2023



Objective 6:

Celebrate success in SD62 schools & communities in culturally inclusive ways

OUTCOME: Success for Indigenous students is celebrated in culturally inclusive ways in partnership with Local First Nations, urban-Indigenous partners, SD62 Departments & Schools

DATA

- **NIE Community Dinners** were well attended & received last year. Celebration with students & families with food is preferred; student entertainment with drumming, jiggging, sharing of Language Video, traditional foods & student displays were highlights
- **NIE Graduation Recognition Celebration** at Royal Bay Secondary received positive feedback from NIE Staff, Students, Families & Community – appreciated words from Valedictorians, personalized recognition statements about each graduate, student gifting, Métis sashing, student drumming & catered meal with opportunity to sit as families
- **NIE Grade 12 Land-based Day** at Camp Thunderbird was enjoyed by those who attended
- Secondary Schools inclusion of **NIE Valedictorian** in program was noted, invitations to respective representatives from local First Nations and Métis Nation of Greater Victoria as well as Elder-in-Residence to attend event were appreciated

ACTIONS - September to February

- Consultation with Four Posts Advisory
- Consultation & Recommendations through NA'TSA'MAHT Education Council
- Established Planning Committees for Grade 12 Recognition Celebration & NA'TSA'MAHT Community Dinners

NEXT STEPS - March to June

- Graduation Celebration:
- NIE Grade 12 Graduation Recognition Celebration & Special Gift – May 27th
 - Indigenous Valedictorian selected for each Secondary School
 - Secondary School Graduation Events will include Elder Welcome
- Tri-District Grade 12 Event at Camp Thunderbird
- NIE Community Dinners:
- David Cameron, Sooke, Dunsmuir, Pacheedaht Nation



Metis Themed Dinner at Poirier Elementary School Spring 2023



Honouring Lavina Charles as SD62 language teacher at Hans Helgesen Elementary Sc'ianew Nation dinner June 2023



On behalf of the NA'TSAMAHT Education Council (N.E.C.):

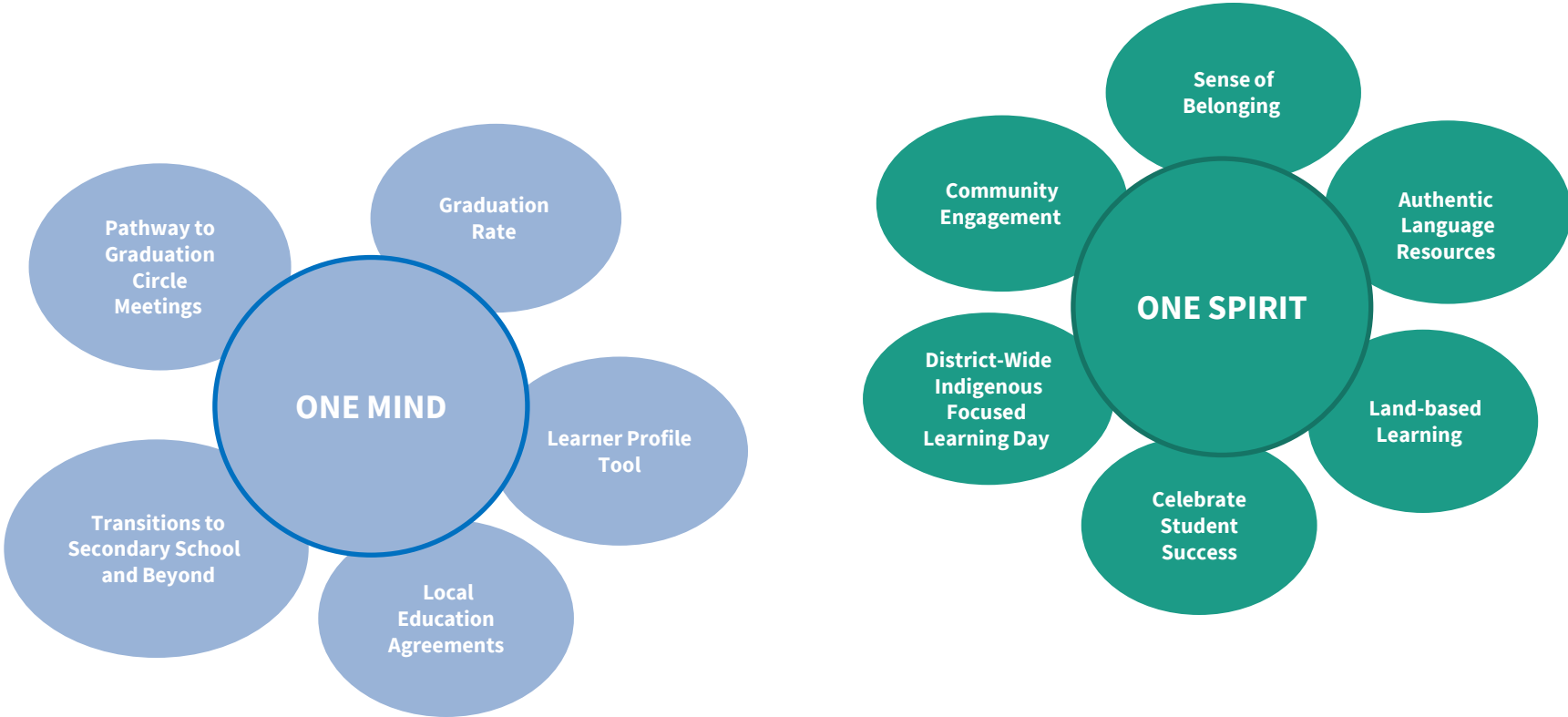
Co-Chair (First Nation Community) Tara Jensen, T'Sou-ke First Nation Representative

Co-Chair (District Representative) Jon Carr, District Principal – NA'TSA'MAHT Indigenous Education Department

Marlys Denny, District Vice-Principal – NA'TSA'MAHT Indigenous Education Department

LOOKING AHEAD

Through the WEXES Moon Review actions to date are student-centered, 4 Posts Advisory consultations utilize a distinction-based approach (FNESC), and school success for Indigenous students is a collective responsibility.



Committee Info Note
Education-Policy Committee Meeting
March 5, 2024

Agenda Item 6b: K-12 Literacy Intervention Plan Update

Background

**All K-8 initiatives are offered in both English and French Immersion.*

2021/2022

PRIMARY

- A Collaborative Response to Intervention Pilot was successfully conducted in select urban Kindergarten and K/1 classes to determine the efficacy of a systematic approach to literacy instruction and intervention.
 - This project explored the implementation of preventative framework to address the volume of persistent literacy difficulties in subsequent grades. It involved classroom teachers and learning support teachers working together in a responsive and tiered approach based on universal screening and progress monitoring data.
 - Classroom teachers and learning support teachers received professional learning from district-level facilitators on comprehensive, evidence-aligned literacy instruction, and had access to resources and ongoing consultation. All kindergarten learners received literacy instruction in the classroom, while identified priority learners also participated in supplemental, small-group literacy support.
 - Despite challenges associated with the Covid-19 pandemic (i.e. student/teacher absences, TTOC shortages), results were consistent with existing research on early literacy intervention, effectively demonstrating that timely identification and support targeting essential foundational skills can close the gap for learners at-risk for literacy difficulties.
 - Both student response to intervention data and teacher feedback on implementation informed planning and preparation for school-based Literacy Intervention Teacher (LIT) positions. Additionally, resources supporting the explicit instruction and consolidation of foundational literacy skills were purchased for all schools including teacher guides and decodable texts.

Grades 6-12

- In May 2021, two full days of professional learning were offered for all learning support, IST, ESD, and ELL teachers supporting students with literacy difficulties in grades 4-12. Information and strategies in these sessions were specific to adolescent literacy intervention, and each middle and secondary school received resources to support implementation.

2022/2023

PRIMARY

- A new teaching position was created for all elementary schools to support literacy learning for all students in Kindergarten through Grade 3 – LITs. In this first year, LITs and the District Literacy Coordinator met monthly for shared professional learning and to debrief challenges and successes with implementation of this new intervention model.
 - Throughout the year, LIT teachers worked to build a shared understanding of the principles of universal screening, diagnostic assessment, progress monitoring, intervention scheduling and responsive literacy skill instruction routines targeting foundational reading and writing skills.

- In the Spring, LITs came together as a learning community to collaboratively choose and build district-wide screening measures to be administered across each grade (K-3) in the 2023/24 school year.
- Primary (K-3) Literacy Learning Series – year-long, job-embedded professional learning series for three primary classroom teachers from every school. Small cohorts of teachers participated in professional learning on evidence-aligned reading instruction, including opportunities for reflection on current practice and professional goal setting. Further, school teams completed Collaborative Learning Rounds supported by release time, involving co-planning, observations, and debriefing to support implementation of new strategies. Classroom resources were also provided to support this work. Survey results indicated that 100% of teacher participants would recommend this series to their primary classroom colleagues, highlighting the value of spending time observing literacy practices in colleagues’ classrooms, and 80% responded that this series added to their repertoire of evidence-aligned literacy practices.

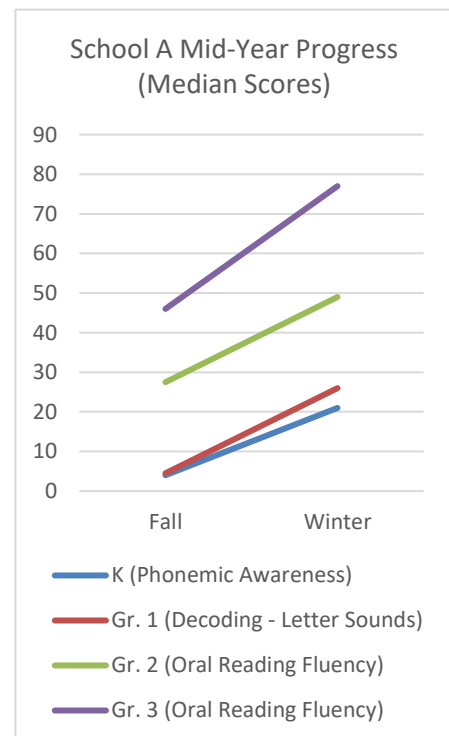
Grades 4-12

- Leveled Literacy Learning Series (3 sessions at each level) respective to Intermediate, Middle, and Secondary - included building shared understanding of literacy skill development, the complex processes involved in reading and writing, and how explicit teaching of vocabulary, as well as strategies for comprehension and critical thinking, benefit all learners across all subject areas.

2023/2024

PRIMARY

- Full implementation of the work of LITs (universal screening and responsive intervention K-3), resulting in improved fidelity across elementary schools.
- Continuation of the Primary Literacy Series for (3x school) including resources to support instruction of foundational reading and writing skills.
- District-wide universal screening data and progress monitoring results are available for analysis in the context of Learning Updates in English Language Arts.
 - Primary teachers initiating collaboration opportunities with both LITs and District Literacy Coordinator to facilitate responsive and differentiated classroom instruction, indicating increased understanding and utility of screening data.
 - LITs reporting literacy skill gains across primary classrooms as captured by Winter Screening. For example, at School A, as of January 2024 the LIT has supported classroom instruction in Kindergarten and Grade 1, as well as provided small-group targeted intervention for students in Grade 2 and Grade 3. Grade-specific median scores from Winter screening results (see graph) indicate gains for all learners at mid-year and, but also provide valuable data on which specific students may not have responded to classroom instruction, informing responsive instruction and intervention supports moving forward. Grade-specific median scores from Winter screening results (see graph) indicate gains for all learners at mid-year, but also provide valuable data on which specific students may not have responded to classroom instruction, informing responsive instruction and intervention supports moving forward.



- Release time is provided (after both Fall and Winter screening) for school-based collaborative meetings between LITs and primary classroom teachers to review screening, progress monitoring, and classroom assessment data and co-plan responsive instruction and/or intervention.

Grades 4-8

- Writing Instruction Series (2 sessions) for both Intermediate & Middle Years – facilitating engaging, comprehensive, and explicit instruction of writing skills across the curriculum.

2024 and Beyond

- LITs continue to provide targeted foundational literacy interventions based on universal screening and progress monitoring data with students in K-3.
- Continuation of Primary Literacy Series with school cohorts.
- Continuation of Intermediate/Middle literacy- and writing-focused learning series and introduce learning rounds as a scaffold for implementation (if budget allows).
- Meaningfully engage ELL/ESD/LST/ISTs in supporting literacy instruction and intervention with students in grades 4-12 with aligned service delivery, where appropriate.
- Re-engage secondary educators through departments with literacy instruction across different subject areas (science, math, humanities).

Respectfully,

Denise Wehner – District Principal
Dr. Shelby Pollitt – Literacy Coordinator



K-12 District Literacy Plan

Education Policy Meeting - March 5, 2024

1



When the district invests in its teachers, teachers will then invest in students. By being given this time to collaborate and gain new information during school time, not on my own time, I feel inspired and prepared to implement new ideas. I'm grateful for this opportunity.

- Classroom Teacher, Primary Literacy Series

2

865 students
supported by LITs in 2022 – 2023 school year

3777 students
screened using universal measures in 2023 – 2024 school year

Many more students
supported by LITs in 2023 – 2024 school year (stay tuned!)

3

Overview

First	Second	Last
Primary Team & Literacy Committee, Colwood Elementary	Tess Vally, Principal Poirier Elementary	Shelby Pollitt, K-12 Literacy Coordinator
<i>School-level systems to support all learners' literacy skills</i>	<i>Equitable access to literacy instruction & intervention</i>	<i>District-wide shift toward instruction for all students & intervention for those who need it</i>

4

Colwood Elementary

Shawn Taal, VP

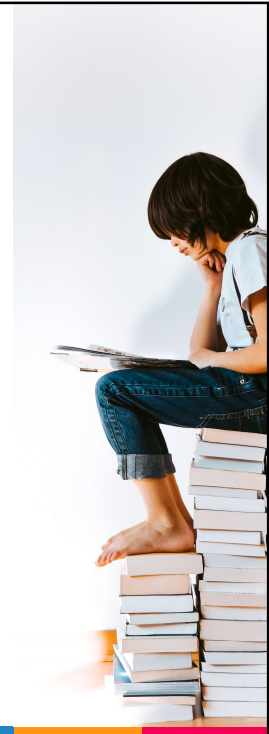
Sarah Ramsbottom, Gr.1

Tamara Maxim, LIT

Eva Martin, Gr. 2

- ▷ Shared professional learning
- ▷ Resources that facilitate instructional routines
- ▷ Consistent assessment tools, expectations & differentiation across classrooms
- ▷ Literacy Committee

★ What are we noticing about student learning?



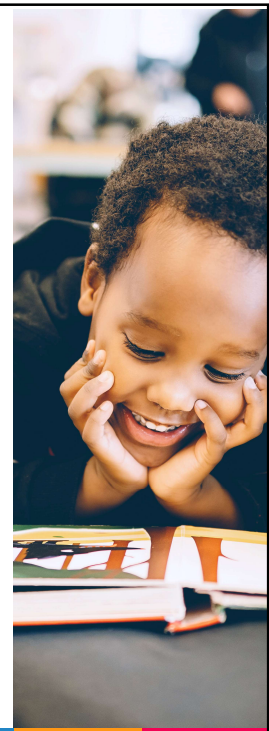
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Poirier Elementary

Tess Vally, Principal

- ▷ Parallel professional learning opportunities for English & French languages of instruction
- ▷ LIT professional learning embedded into classroom instruction across English & French
- ▷ Access to resources and collaboration opportunities that facilitate instruction across K-5

★ What am I noticing about student learning?



6

Instruction for ALL learners

▷ Primary Literacy Series

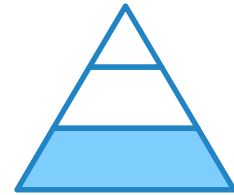
- Professional Learning Sessions
- Collaborative Learning Rounds
- Resources

▷ Intermediate & Middle Series

- Literacy Instruction
- Writing Instruction

▷ Secondary Series

- Critical Thinking & Comprehension (Humanities)
- Critical Thinking & Comprehension (Math & Science)



PLUS

- ▷ Residencies
- ▷ Collaboration
- ▷ New Teachers Series

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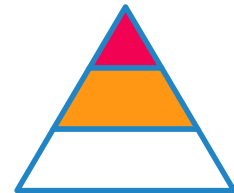
Intervention for students who need it

▷ Literacy Intervention Teachers (K-3)

- Universal screening
- Small group & individualized intervention
- Ongoing collaborative professional learning

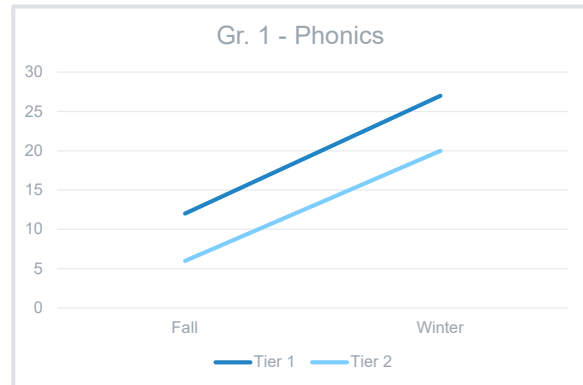
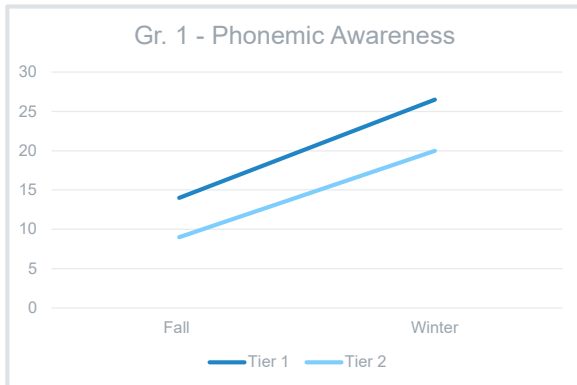
▷ Learning Support Teachers (4-12)

- Intermediate, Middle, & Secondary Reading Intervention Training
- Access to age-appropriate resources



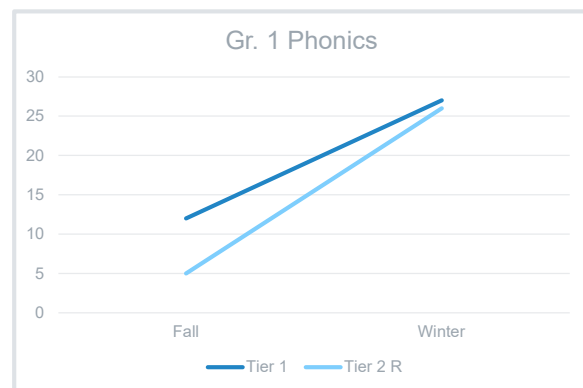
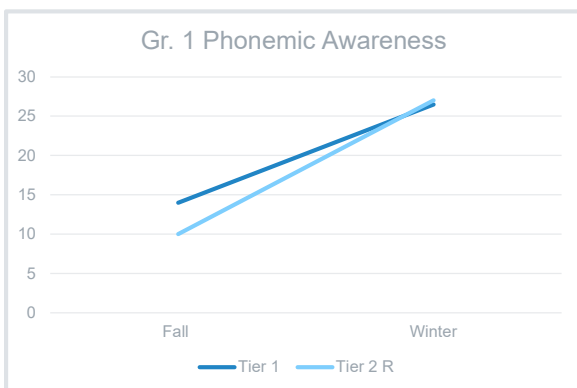
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School A – Year 2



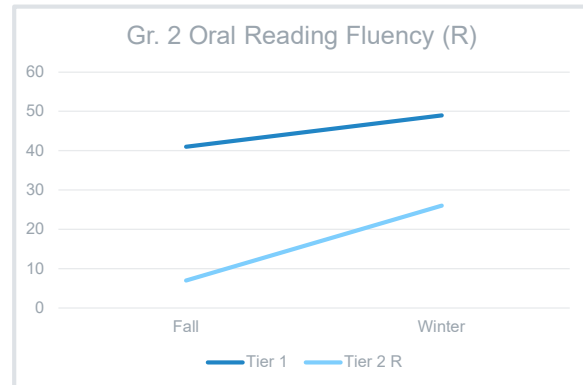
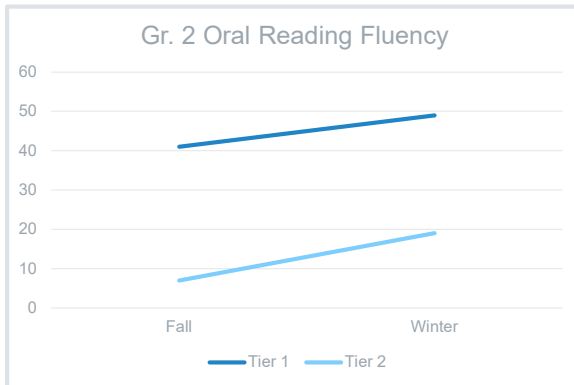
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School A - Year 2 Response



10

School A - Year 3



11

Our next steps

Continued Professional Learning Opportunities

Series that focus on collaborative capacity-building across oral language, reading and writing instruction

Increase access to resources that facilitate responsive instruction

Advocating for Increased LIT FTE

Not all students who need intervention have access to it (with current FTE)

Current state at mid-Year 2 of implementation:

→ Intervention for students who need it **most**

Learning Support Gr. 4-12

Explore alignment of service delivery models (across school-based roles, district departments, etc.)

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Thank you!
Any questions or
comments?

